

Publications Committee

BULLETIN
OF THE
UNIVERSITY OF TEXAS

1915: No. 35

JUNE 20

1915

SCHOOL LITERARY SOCIETIES

*Model Constitution, Rules of Parliamentary
Procedure, Principles of Debating, Questions
for Debate, Bibliographies and References*

By **EDWIN DUBOIS SHURTER**
Head of the Public Discussion Division, University
Department of Extension



Published by the University six times a month and entered as
second class matter at the postoffice at

AUSTIN, TEXAS

DEPARTMENT OF EXTENSION.

The Department of Extension of the University of Texas was established for the purpose of rendering service to the people of the State generally, and especially to those who are unable to attend the University. The work of this department is carried on under the following five divisions:

Public Discussion Division.

This division has immediate charge of "The University Interscholastic League." This is an organization of the schools of Texas for the purpose of promoting contests in debate, declamation, spelling, essay-writing, and athletics. The university is desirous of aiding the schools in the matter of training their students for citizenship; and also to aid teachers in developing, controlling, and standardizing athletic activities in the schools. Every school in Texas, no matter how small, should become a member of this organization.

This division is also engaged in the preparation of reference lists and material on various subjects of general interest, and the collection of "package" libraries for loaning to citizens of Texas upon application. Books and pamphlets thus loaned may be kept not longer than two weeks. The person to whom material is loaned pays the postage both ways. University bulletins need not be returned unless specially requested. Loan libraries are now ready on the following subjects: Agriculture; Airships; Alcohol; Arbitration; Athletics; Banks and Banking; Birds; Boy Problem; Boy Scouts; Canning Clubs; Capital Punishment; Child Labor; Child Study; Child Welfare; Christmas; Cigarette Habit; Civil Service; Co-education; Commission Government; Compulsory Education; Conservation of Resources; Contagion and Contagious Diseases; Convict Labor; Co-operative Marketing; Corn; Cost of Living; Cotton; Crime and Criminals; Disarmament; Domestic Science; Drama; European War; Flies; Games; Germany; Government Ownership of Public Utilities; Hogs; Hours of Labor; Immigration; Income Tax; Indians; Industrial Education; Initiative and Referendum; Irrigation; Journalism; Juvenile Courts; Kindergarten; Labor Unions; Land Tenantry; Manual Training; Merchant Marine; Mexico; Military Education; Milk; Minimum Wage; Monopolies; Monroe Doctrine; Monessori Teaching; Mothers Clubs; Moving Pictures; Municipal Improvement; Municipal Ownership; Nature Study; Negro; Nutrition; Old Age Pensions; Open and Closed Shop; Panama Canal; Panama-Pacific Exposition; Parcel Post; Peace; Pecan Culture; Philippines; Playgrounds; Poultry; residential Term; Prison Reform; Prohibition; Public Health; Railroads; Recall; Recitations and Readings; Red Cross; Religious Education; Roads; Rural Credit; Rural Life; Rural Schools; Russia; Sanitation; School Gardens; Schoolhouses; School Hygiene; School Libraries; School Lunches; Sewage; Short Story; Single Tax; Socialism; South America; Story Telling; Submarine Warfare; Suffrage-Educational Qualification; Tariff; United States Army; United States Navy; Woman Labor; Woman Suffrage; Women's Clubs.

Clippings and miscellaneous material have also been collected on various other subjects. Correspondence is invited. Address Extension Librarian, University, Austin.

Public Lecture Division.

Provision has been made to allow members of the staff of instruc-

(Continued on inside back cover)

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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston.

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

President Mirabeau B. Lamar.

It is only out of the contest of facts and brains that the right can ever be evolved—only on the anvil of discussion can the spark of truth be struck out.

Joseph H. Choate.

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SCHOOL LITERARY SOCIETIES

PREFACE

Every school that is interested in the work of the University Interscholastic League should have at least one literary or debating society. Good live school boys and girls will indulge in activities of some kind outside of regular class work: wise teachers will try to direct these activities along helpful lines, and the benefits to be derived from literary society work are readily apparent to all. Many a public man in Texas today will testify to the help he received in a literary society in developing a talent for public speaking and debate, and in general culture. And, too, with reference to the public speaking contests of the University Interscholastic League, literary society work is essential. Latent talent needs development and encouragement, and candidates for a declamation contest or for a debating team should by no means be left to a hit-or-miss method of voluntary participation.

The Department of Extension of the University of Texas is desirous of giving assistance to those who are interested in literary or debating organizations, whether it be in the formation of new societies or in the work of societies already organized. With this purpose in view the following bulletin has been prepared. It contains a constitution and by-laws for a school literary society, sets forth the principal rules of parliamentary procedure, together with a discussion of the essential principles of effective debating. The Public Discussion Division of the Extension Department has also collected material on various subjects of general interest for The People's Loan Library. A list of these subjects will be found in the Appendix to this bulletin. These "package" libraries consist of books, pamphlets, newspaper and magazine clippings, etc., and they will be loaned upon application for a period of two weeks to schools, literary societies, and citizens of the State, the only charge being the payment of postage both ways. Several bulletins have already been issued containing either debates or material for debates on certain subjects, and others will be issued from time to time. Any literary

or debating society in Texas will be put on the mailing list for these bulletins by addressing a request to the Division of Public Discussion.

For assistance in the athletic contests of the University Interscholastic League a companion bulletin to the present one has been prepared. This bulletin (1915: No. 32) will upon application be sent to all interested.

MODEL CONSTITUTION AND BY-LAWS FOR A LITERARY OR DEBATING SOCIETY

FOREWORD

The following Constitution and By-Laws are adapted, for the most part, from those of one of the literary societies of the University of Texas. They have been prepared primarily for an organization of students in a school, but may readily be adapted to meet the needs of other organizations with a similar purpose, and should, of course, also be modified by school organizations in accordance with the demands of local conditions. Running comments and suggestions are given in small type enclosed in brackets.

CONSTITUTION OF THE.....LITERARY SOCIETY

PREAMBLE

We, the students of the.....School, appreciating the advantages to be derived from an association which will give us practice in composition, debate, declamation, extempore speaking, and parliamentary practice, do hereby organize ourselves into a literary society for such purpose, and agree to be governed by the following Constitution and By-Laws:

ARTICLE I.—*Name.*

This Society shall be known as "The.....Society of the.....School." Its motto shall be....., and its colors.....
[It is not necessary to have a motto or colors.]

ARTICLE II.—*Members.*

SECTION 1. Membership in this Society shall be either active or honorary.

SECTION 2. Any male student of.....School may become an active member of this Society by election at any regular meeting, provided three members do not vote against him, and by the payment of the initiation fee the By-Laws prescribe.

[It is usually better to have boys and girls organized in separate societies.]

SECTION 3. Any person may become an honorary member of this Society by election at any regular meeting, provided three votes do not appear against him. An honorary member shall be exempt from the payment of any initiation or other fee, and shall be entitled to all the privileges of an active member, except voting and holding office; *provided*, however, that an honorary member may be elected to the office of Critic.

[It is well to interest certain older people in the work of the Society by electing several honorary members who will be willing to attend meetings often, to act as critics, and to give advice.]

ARTICLE III.—*Officers.*

SECTION 1. The officers of this Society shall be a President, Vice-President, Secretary, Treasurer, Critic, and Sergeant-at-Arms.

SECTION 2. The officers shall be elected by ballot, by majority vote. Their terms of office shall be identical with the school terms, and no person shall be eligible to the same office two successive terms, except that the Critic, if he be an honorary member, may be re-elected.

[Assuming that the school year consists of three terms, there would be, as this section is drawn, three sets of officers each year. It is well to have a change of officers each term, so that more men are given experience in the offices. However, if the school year is not divided into three terms, but into four quarters, each set of officers should serve about eight weeks, so as to have four sets a year. This is enough. It may be advisable to fix definite dates for the meeting-periods. Do not make them too long. Avoid encroaching upon examination week or the holiday season, and especially avoid prolonging the Spring term meetings too far into the warm weather. Let the periods for society work be short, vigorous, and full of life while they last.]

SECTION 3. The officers shall be elected and installed at the last meeting of each term.

SECTION 4. If a vacancy occurs in any office, the Society shall forthwith hold an election to supply such vacancy. The officer so elected shall be installed at once.

ARTICLE IV.—*Duties of Officers.*

SECTION 1. It shall be the duty of the President to preside at all meetings; to appoint officers *pro tempore*; to appoint all

committees not otherwise provided for; to hear and pass upon excuses for absence, non-performance of duty, disorder, etc.; to see that all meetings are conducted in an orderly manner and that parliamentary procedure and this Constitution and By-Laws are duly followed.

SECTION 2. It shall be the duty of the Vice-President to perform all the duties of the President in the absence of the latter.

SECTION 3. It shall be the duty of the Secretary to call the roll of members at each meeting and note all absences; to keep a record of the proceedings of the Society at each meeting and to read the same from the minute book at the following meeting; to furnish the President at each regular meeting with a list of all members, officers, or committees that have special duties to perform or reports to make or that have failed to perform their duties; to do the correspondence for the Society not otherwise provided for; to give notice of special meetings; and to perform such other duties pertaining to his office as may be required of him by the Society.

SECTION 4. It shall be the duty of the Treasurer to take charge of all moneys belonging to the Society; to keep an accurate account of all receipts and expenditures, and at the last regular meeting of his term of office, to make a report of such receipts and expenditures, which shall be included by the Secretary in the minutes; and to turn over to his successor in office all books, moneys, and other property in his possession belonging to the Society.

[The Society should buy for the Secretary and Treasurer suitable record books. The Secretary should be provided with two books, one for recording the minutes and the other to contain a copy of the Constitution and By-Laws and the signatures of members received from time to time. These books should be large and well bound; it is always interesting and sometimes necessary to have the old books to which to refer.]

SECTION 5. It shall be the duty of the Critic to comment upon the literary exercises at each meeting, offering criticisms and suggestions for the good of the Society and its members.

[As previously suggested, an honorary member may be the regularly elected Critic. Sometimes it is advisable to appoint some visitor as Critic for a particular meeting.]

SECTION 6. It shall be the duty of the Sergeant-at-Arms to act as doorkeeper; to distribute and collect ballots in voting; to

enforce the orders of the Chair, and to report to the Chair the names of all members guilty of disorderly conduct, the names of those who leave the room during the exercises without the permission of the Chair and of those who in any manner interfere with the proceedings of the Society.

ARTICLE V.—*Program Committee.*

At the first meeting of his term of office, the President shall appoint two persons who, together with himself, shall act as a Program Committee. It shall be the duty of this Committee to make out the programs for the literary exercises, including the selection of questions for debate, and report each program to the Society at least two weeks in advance. This Committee shall so arrange its programs as to place each active member upon a program at as regular intervals as is practicable. The Society may modify or completely change any program in the meeting at which it is reported. Each Program Committee shall hold office until the first meeting of the succeeding term.

[It will frequently be advisable to place a teacher or other honorary member upon the Program Committee. The Committee should have some regular place to post the programs for two weeks in advance, so that no member can fail to know when he is to appear. The Program Committee holds over one week after the installation of officers in order that the continuity of programs may not be destroyed.]

ARTICLE VI.—*Amendments.*

This Constitution may be amended at any regular meeting by two-thirds vote of members present and voting, *provided*, however, that a proposed amendment must be submitted in writing at a regular meeting and lie on the table at least one week.

BY-LAWS.

ARTICLE I.—*Meetings.*

SECTION 1. The regular meetings of the Society shall be held on.....of each week at.....o'clock.

SECTION 2. A special meeting may be called by the President on his own motion and must be called upon request of five mem-

bers. The President shall see that the Secretary gives due notice of such meeting.

SECTION 3. One-third of the active members shall constitute a quorum.

SECTION 4. All questions of parliamentary procedure not provided for in the Constitution and By-Laws and in this Bulletin shall be governed by Roberts' Rules of Order.

ARTICLE II.—*Order of Business.*

SECTION 1. The regular meetings of the Society shall observe the following order of procedure:

1. Roll call.
2. Reading and adoption of minutes.
3. Installation of officers.
4. Election and initiation of members.
5. Literary exercises:
 - a. Music.
 - b. Oration or declamation (or both).
 - c. Appointment of judges in debate.
 - d. Debate.
 - e. Decision of Judges.
 - f. Extemporaneous discussions (three-minute limit)
and parliamentary practice.
 - g. Critic's report.
6. Hearing of excuses for absence, tardiness, etc.
7. Reports of committees.
8. Reports of officers.
9. Election of officers.
10. Unfinished business.
11. New business.
12. Suggestion for good of Society (including addresses by visitors).
13. Reading of programs for next two meetings.
14. Adjournment.

[Nos. 3 and 9 will of course be passed over except at certain meetings, and the literary program will be modified as desired. The oration or declamation should not be more than five or six minutes in length—especially if both are included in a program. The Program Committee should guard against making the exercises so long that they become tiresome. Let the program be relatively short and

snappy. One or two public programs should be arranged each year. These might well include, by arrangement with the school authorities, the final preliminary contests in debate and declamation to determine the school's representatives in the county contests of the University Interscholastic League. Get citizens to offer prizes to the winners in the local contests.]

SECTION 2. In the regular debates of this Society there shall be three speakers on each side. Each speaker shall have six (6) minutes for the main speeches, alternating affirmative-negative, and the leader on each side shall have three (3) minutes for rebuttal after the main speeches are finished, the affirmative leader having the last rebuttal.

[The time as given may be varied as desired, but it should be shortened rather than increased. Three on a side are enough for a successful debate. If the membership is small, two on a side might be better.]

ARTICLE III.—*Installation of Officers.*

The installation of officers shall be conducted in the following manner: The retiring Sergeant-at-Arms shall escort the newly-elected officers before the Chair, and the retiring President shall administer the following oath of office: "Do you, and each of you, promise to support the Constitution and By-Laws of this Society, and to discharge to the best of your ability the duties of the office to which you have been elected?" Upon receiving an affirmative answer to this oath, the retiring President shall declare the officers duly installed, and surrender the Chair to his successor.

[During the administration of the oath, the members of the Society should stand, and the new officers should raise their right hands.]

ARTICLE IV.—*Initiation of Members.*

Newly elected active members shall be initiated in the following manner: The Sergeant-at-Arms shall bring the member-elect before the President, who shall read to him the Preamble of the Constitution, and say: "Do you solemnly promise upon your honor as a gentleman, to support the Constitution and By-Laws of this Society, to discharge to the best of your ability all duties required of you, and to labor in all honorable ways for its advancement?" Upon receiving an affirmative answer the President shall direct the member-elect to sign the Constitution

and to pay his initiation fee, after which the President shall say: "Mr....., I now take pleasure in extending to you a cordial welcome to our organization and in declaring you entitled to all the advantages and privileges of a duly initiated active member of this Society."

ARTICLE V.—*Fees, Dues, and Taxes.*

SECTION 1. Each member of the Society shall pay an initiation fee of \$1.00.

SECTION 2. The dues of each member shall be 25c a term.

SECTION 3. By a two-thirds vote of the members present and voting, the Society may levy a tax equally upon all active members.

[Fees and dues will, of course, vary with different localities. It is a good plan to make a member feel, by the payment of an initiation fee, that it is worth something to belong to the Society. Further, if the Society intends to send representatives to the contests of the University Interscholastic League, the traveling expenses of the contestants chosen should be provided for in advance.]

ARTICLE VI.—*Fines and Delinquencies.*

SECTION 1. The following shall be finable offenses in the amounts as stated:

(a) Disorderly conduct during a meeting of the Society, 5c to 25c.

(b) Failure of an officer or committeeman to perform his duty, 25c.

(c) Failure of any member to appear on the program as assigned, 25c.

(d) Absence from any meeting without valid excuse, 25c.

(e) Leaving the room during a meeting without permission, 5c.

(f) Any offense not included in the above, in the discretion of the President, not over 25c.

A valid excuse for (b), (c), and (d) above shall be absence from town, or sickness. All excuses for above offenses shall be considered and passed upon by the President under the proper order of business, and his decisions thereon can be overruled only by a two-thirds vote.

SECTION 2. Any member who is two weeks in arrears in the

payment of any fees, dues, taxes or fines shall be reported to the Society by the Secretary and Treasurer conjointly. The President shall thereupon appoint a special committee to wait upon such delinquent member and report at the next meeting. In case no satisfactory excuse is reported, such delinquent member shall be suspended from the Society, and in case arrearages are not arranged for at or before the next regular meeting, such member may be expelled; *provided*, however, that the Society may, by a two-thirds vote of the members present and voting, remit any fees, dues, taxes or fines in such special cases as may seem to require such action.

SECTION 3. All fines shall be levied by the President except fines for disorderly conduct during a meeting, which shall be levied by either the President or the Sergeant-at-Arms.

[The provisions of the preceding article may seem over-refined and rather severe, and some societies should doubtless change or omit them. It should be remembered, however, that the success of any society depends upon the faithfulness of its individual members. Delinquents and drones will demoralize the whole body, and the Society is far better off without them. If this article is retained, it should be strictly enforced; it should be administered with discretion, but at the same time with no lack of backbone.]

ARTICLE VII.—*Miscellaneous Provisions.*

SECTION 1. No member can honorably sever his relations with this Society until all his financial obligations to it are settled.

SECTION 2. Voting shall be either *viva voce*, by the uplifted hand, or by rising vote. Upon request of three members any vote shall be taken by ballot.

SECTION 3. Unless otherwise provided in the Constitution and By-Laws, a majority of the votes cast shall be requisite for election or the carrying of any motion.

SECTION 4. It shall require a two-thirds vote of the members present (a) to suspend any of the By-Laws of this Society or (b) to adjourn before the regular order of business is finished.

ARTICLE VIII.—*Amendments.*

Any article or section of these By-Laws may be amended at any regular meeting by a two-thirds vote of the active members present and voting.

RULES OF PARLIAMENTARY PROCEDURE

FOREWORD

Every American citizen should know at least the simpler rules of parliamentary law. It is sometimes said that a man who understands parliamentary procedure may get what he wants. At any rate, a person who does not know how to proceed before a deliberative assembly is very seriously handicapped. In the course of time a large number of rules have been formulated to govern the actions of assemblies. We shall make no attempt to go into the details and the finer points regarding such rules. The rules that follow are those which every citizen ought to know, and will usually be found sufficient for the conduct of a literary or debating society. It would be well for the members of a society, and particularly the president, to have at hand a standard treatise on parliamentary law such as Roberts' "Rules of Order," and to devote five or ten minutes occasionally at the meetings to drill in procedure.

It should be borne in mind that parliamentary rules are for the purpose of assisting in dispatching business, and not to prevent or hinder. True, one is wholly justified in raising questions of procedure relative to a motion which he is either favoring or opposing, but he who raises technical objections merely for the purpose of showing his knowledge of parliamentary law is a public nuisance.

ORGANIZATION OF THE SOCIETY

The ordinary procedure in presenting and deciding matters before a meeting can be illustrated by considering for a moment the organization of a literary or debating society. Suppose a few students are interested in public speaking and debating and wish to form an organization for the study and practice of these arts. They meet together informally and talk over the prospects for a successful society. If prospects seem encouraging, a notice is given of a time and place of meeting for the organization of such a society. Upon meeting someone rises and says, for instance, "Gentlemen, since we have decided to form a literary

society, I suggest that we proceed to business. I nominate Mr. Smith for temporary chairman of the meeting." Someone seconds the motion, and the member making the nomination puts the question. Mr. Smith is declared elected and takes the chair. The chairman then calls for nominations for a temporary secretary, and Mr. Jones rises and says, "Mr. Chairman."

Chairman: "Mr. Jones."

Mr. Jones: "Mr. Chairman, I nominate Mr. Thompson."

The chair then calls for other nominations, and if there are none he puts the question, and Mr. Thompson is declared elected. The meeting is then organized and can proceed to business, the temporary secretary keeping full minutes of what takes place. The next step would usually be to appoint a committee to draw up a constitution and by-laws for the organization, or, if it is desired to use the constitution in this bulletin, the meeting could at once take up the discussion of it, section by section, making any changes they desire. Whenever the constitution is adopted, the next thing is to elect the permanent officers. These officers may be installed at this or at a second meeting. As soon as the installation takes place the president should at once appoint any standing committees provided for in the constitution. A program should be arranged for the next meeting, and thereafter the meetings should be conducted in accordance with the "Order of Business" as specified in the by-laws.

All business is introduced to the society in some form of a resolution or motion. The general form of presenting a motion has been shown above. In dealing with a motion, these four steps are always to be observed:

(1) A member rises from the floor and, after addressing the chair and securing recognition, he presents his motion.

(2) After the motion has been seconded, the presiding officer states it. It is then before the assembly for such discussion as may be desired.

(3) When the debate is closed on the motion, the question is put to vote by the chairman.

(4) The result of the vote is announced by the presiding officer.

GENERAL TERMS

Quorum.—The usual practice in any deliberate society is to

require the presence of one-half of the active membership to transact any business, except to adjourn, which may be done by any number. If there is really no objection to the business to be transacted, the question of a quorum need not be raised. The by-laws of the society may prescribe a different number to constitute a quorum.

Voting.—Except as otherwise provided in the by-laws, voting on a motion or resolution is usually done *viva voce*. That is, all in favor of the motion say “Aye,” all opposed “No.” In case of a tie the chairman’s vote decides. In case of doubt as to the result of a vote, any member may call for a rising vote, or the chairman himself may, of his own accord, call for such a vote. When it is desired to keep secret how individuals vote on a question, a motion may be made to vote by ballot. By a majority vote the society may also order the secretary to call the names of members to vote on any motion. If in favor, a member votes “Aye,” if opposed “No.”

Reports of Committees.—Under the regular order of business the chairman of the committee secures the floor and says, “The committee on.....begs leave to report that.....(gives report).....all of which is respectfully submitted.” A minority of the committee differing from the majority may also present a report in the same manner.

CLASSIFICATION OF MOTIONS

Motions are usually divided into four general classes: Principal, Privileged, Incidental, and Subsidiary.

Principal Motion.—Any motion which brings original business before the house is known as the principal motion, or the main question, after it has been put by the presiding officer. It is the general rule that when the main question is regularly before the house no other question can arise unless it be a motion offered for the purpose of aiding in the disposition of the main question. The purpose of motions affecting the main question before the house may be indicated as follows:

1. If a member desires entirely to shut off further action on the subject, he makes a motion either (a) to lay on the table, or (b) to postpone indefinitely.
2. If a member desires to put off to some future time action

on any matter, he makes a motion either to (a) postpone to a certain time, or (b) to lay on the table.

3. If a member desires to stop further discussion and bring the main question at once to vote, he makes a motion either (a) for the previous question or (b) to limit debate.

4. If a member is generally favorable to the principal motion, but wishes to have it passed in a modified or altered form, he makes a motion either (a) to commit, refer, or recommit to a committee, or (b) to amend.

5. If a member desires that the action of a society already taken on some matter be changed, he makes a motion either to reconsider or to rescind.

6. If a member thinks that the society is not proceeding according to parliamentary rule, he rises to a point of order; and, if his point of order is not sustained by the presiding officer, he may appeal from the decision of the chair.

PRIVILEGED MOTIONS

Let us now look at the various specific motions a little more in detail. Certain of these are called "privileged" because they are entitled to precedence over all other motions. Generally speaking, they are always in order, and any other matter or business must yield to them. The privileged motions are as follows:

1. *To Adjourn*.—The motion simply to adjourn (that is, unqualified) although always in order, has the following limitations: It supersedes all other questions except fixing the time for the next meeting; it cannot be received while a member is speaking unless he consents to give way for that purpose; it cannot be entertained while a vote is being taken upon another motion; it cannot be debated, amended, committed, postponed, reconsidered, or laid on the table. It cannot, after being once voted down, be renewed unless other business intervenes. If qualified as to time, or in any other manner, a motion to adjourn ceases to be privileged and becomes a main question.

2. *Questions of Privilege*.—This has reference to the rights and privileges of the assembly and of its members. It does not require a second; a majority carries the motion. It can be amended, debated, committed, postponed, reconsidered, or laid

on the table. The form of presenting a question of privilege is as follows:

Member: "I rise to a question of privilege." Chairman: "State your question." Member: "I am charged with....." The chairman makes a ruling which is subject to appeal from the decision of the chair.

3. *Order of Business.*—The order of business as fixed by the by-laws must be followed at each meeting unless changed by a two-thirds vote of the society. A motion for a special order does not require a second, requires two-thirds vote for passage, is not debatable, cannot be amended, postponed, reconsidered, or laid on the table, and is not subject to previous question.

INCIDENTAL MOTIONS

These motions are entitled to precedence over all except privileged questions, and must be disposed of when they arise.

The incidental motions are as follows:

Questions of Order.—When a point of order is raised, the chairman makes a ruling which stands as final unless the assembly takes the matter into its own hands by an appeal from the decision of the chair. A motion to appeal from the decision of the chair requires a second, requires majority vote, is not debatable (as a general rule), cannot be amended, committed, or postponed, cannot be renewed after once decided, is not in order when another appeal is pending. In case of a tie vote the chair is sustained. The procedure in an appeal from the decision of the chair is as follows: Member: "I rise to a point of order." Chairman: "State your point." The member then states his point, the chairman making his ruling thereon. Member: "I appeal from the decision of the chair." Chairman: "The question is, 'Shall the chair be sustained?' or, 'Shall the decision of the chair stand as the decision of the assembly?'"

2. *To Withdraw a Motion.*—When a motion is regularly made and seconded, it cannot be withdrawn except by a vote of the assembly. This is accomplished by a motion that the member be allowed to withdraw his motion. This is decided by a majority vote, does not require a second, cannot be debated, amended, committed, or postponed, is not subject to previous question, can be reconsidered or laid on the table.

3. *To Suspend a Rule.*—Whenever it is desired to depart from the regular order of business, a motion to suspend the rule is in order. In case there is no objection to doing a thing contrary to rule, there is no need for a motion. The constitution and by-laws of the society, however, cannot be suspended. A motion to suspend a rule requires a second, requires a two-thirds vote, cannot be debated, amended, committed, postponed, reconsidered, or laid on the table. It cannot be renewed at the same meeting. An undebatable question cannot be made debatable by suspending the rule.

4. *To Reconsider.*—When a motion has once been duly passed it cannot be reconsidered by the society except by formal motion. A motion to reconsider a main question must be made by someone who voted for it when the motion was carried (else a majority might indefinitely prolong the debate), and it must be made at the same or the next succeeding meeting. If the motion to reconsider is lost, the main question is finally disposed of; if the motion to reconsider is carried, the main question is again before the house. A motion to reconsider requires a second, majority vote, is debatable if the main question to which it refers is debatable, cannot be amended, committed, postponed, or reconsidered. It can be laid on the table, not tabling the main question. An assembly cannot reconsider motions to adjourn, to suspend the rules, or to reconsider. If a motion to reconsider is carried, the original question is again before the house as if it had never been acted on.

SUBSIDIARY MOTIONS

The object of subsidiary motions is to postpone or modify action on the principal motion, definitely or indefinitely; i. e., they help to dispose of main questions and have to be decided before the main question to which they apply. They yield to privileged or incidental questions. The subsidiary motions are:

1. *To Lay on the Table.*—This motion is usually resorted to when it is desired to put aside a question either temporarily or more or less indefinitely. A motion laid on the table may be taken up again whenever the assembly so desires. It cannot be debated, committed, amended, or postponed, is not subject to previous question, and cannot be laid on the table. If carried,

this motion lays on the table the principal motion and all secondary to it.

2. *Previous Question.*—The object of this motion is to shut off further debate and to bring the main question to a vote at once. It applies only to debatable questions. If carried it puts the main question without delay before the house. It requires a two-thirds vote, must be seconded, cannot be debated, amended, committed, or postponed, is not subject to previous question, cannot be reconsidered if lost, can be reconsidered if carried. It can be laid on the table—carries with it entire subject—main and secondary motion. If lost, it leaves the main question as before open to debate. Resort to this motion is sometimes called applying the “gag law,” and should be resorted to only when the discussion of a motion has been unnecessarily prolonged. The form of the motion is as follows: Member: “I move the previous question.” Upon receiving a second, the chairman puts the motion as follows: “Shall the main question be now put?”

3. *Postpone to Time Certain.*—When the assembly is willing to consider a motion, but not at a time when it is made, the motion to postpone to a definite time is in order. Such a motion requires a majority vote, can be debated, can be amended as to time, cannot be committed or postponed. A question postponed to a time certain can be taken up before that time arrives by a two-thirds vote.

4. *To Commit, Refer, or Recommit.*—When an assembly is not ready to vote on a question, such question may be sent to a committee for consideration and report, or it may be referred to a special committee, or, if the assembly wishes further action by a committee, it may be recommitted to such committee.

5. *To Amend.*—A motion to amend is properly a motion friendly to the proposition to be amended, its object being to correct or improve the form or statement of the principal motion. Amendments are made by the insertion, addition, substitution, or omission of words or sentences. In general, a motion to amend is subject to the same rules as the question to which it is applied. If a main question is committed, postponed, or laid on the table, it takes all amendments with it. An amendment is in order before the main question. An amendment to an amendment cannot be amended; if one amendment to an amendment

satisfactory, it must be voted down and another substituted. An amendment must be germane to the motion which it seeks to modify; that is, it must not relate to a wholly different matter.

By way of summary, the following are

Questions not debatable: Points of order, motions to adjourn, for the previous question, to lay on the table, and to change the order of business.

Motions not requiring a second are: Nominations, questions of privilege, orders of the day, objection to the consideration of a question.

Motions requiring a two-thirds vote to carry are: To change the order of business, to suspend a rule, previous question, objection to the consideration of a question.

The tabular statement that follows, adapted from a bulletin issued by the University of Wisconsin, will be found helpful for ready reference.

Finally, let it be said again that the procedure in all deliberative bodies should be carried on in an orderly manner, and it is better for school literary societies to train themselves in excessive care for forms of procedure rather than to conduct meetings in a slipshod fashion. The president should see that order is duly preserved; that all motions are made in due form; that there is only one matter of business considered at a time; that all discussion be limited to the motion before the house; and that, after a member has secured the floor in proper form, he be heard without interruption, except on a point of order.

TABULAR STATEMENT OF MOTIONS, WITH THE PRINCIPAL RULES APPLYING TO EACH.

Motions in Order of Rank	Must it be Sec-onded?	What Majority for Pas-sage?	Is it Debat-able?	Does it Open Main Question to Debate?	Can it be Amended?	Can it be Commit-ted?	Can it be Postpon-ed?	Is it subject to previous Question?	Can it be Reconsid-ered?	Can it be Laid on the Table?	Can it be Renewed?
1. To Adjourn.....	Yes	Majority	No	No	No	No	No	No	No	No	Yes—after other busi-ness inter-venes
2. Question of Privilege.....	No	Majority	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3. Orders of the Day (Spe-cial).....	No	Two-thirds	No	No	No	No	No	No	Yes	No	No
4. Appeal from Decision of Chair, Questions of Order	Yes	Majority	Yes—each member may speak once	No	No	No	No	Yes	Yes	Yes—sus-tains chair if carried	No
5. To Withdraw motion.....	No	Majority	No	No	No	No	No	No	Yes		Yes
6. To Suspend a Rule.....	Yes	Two-thirds	No	No	No	No	No	No	No	No	No
7. To Reconsider.....	Yes	Majority	Yes, if main question is	Yes	No	No	No	Yes—affects only recon- sideration	No	Yes—does not table main ques-tion	Yes
8. To Lay on the Table..... To take from the Table..	Yes	Majority	No	No	No	No	No	No	No—neg. vote Yes—affirm. vote	No	Yes
9. Previous Question.....	Yes	Two-thirds	No	No	No	No	No	No	Yes	Yes—tables entire sub-ject	Yes
10. To Postpone to Certain Time	Yes	Majority	Yes—as to time	No	Yes—as to time	No	No	Yes—does not apply to main ques-tion	Yes	Yes	Yes
11. To Commit, Refer or Re-commit	Yes	Majority	Yes	Yes	Yes	No	No	Yes—forces vote at once	Yes	Yes—tables entire sub-ject	Yes
12. To Amend.....	Yes	Majority	Yes, if main question is	No	Yes—but not an amend-ment to an amendment	Yes—takes principal motion	Yes—Post-pones main question	Yes—forces vote at once	Yes	Yes—tables entire sub-ject	No
13. To Postpone Indefinite-ly	Yes	Majority	Yes	Yes	No	Yes	Yes	Yes—does not affect main ques-tion	Yes	Yes	Yes
14. The Principal Motion.....	Yes	Majority	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

*School Literary Societies**Bulletin of the University of Texas*

PRINCIPLES OF DEBATING

FOREWORD

Every citizen should know at least the elementary principles of debating. Widespread and intelligent discussion is the very life of a democratic government. A large part of such discussion takes the form of argument; it represents an attempt by one person, through a process of reasoning, to get others to accept his views.

Further, the disciplinary value of debate, the development of the reasoning faculties, the training in the logical organization and clear expression of thought, the information acquired on current public questions, the tolerance and broad-mindedness induced by forced attention to both sides of a debatable question, the training in thinking on one's feet before an audience and in the presence of opponents,—these and many other considerations render debating such an important factor in education that the teachers and pupils in our schools cannot afford to neglect it.

In the following pages are set forth some of the more important principles of debating. The treatment is necessarily brief. For a fuller and more satisfactory discussion, one or more of the texts mentioned in the Appendix should be studied,—preferably in regular class work under the guidance of a teacher.

SELECTING AND STATING A QUESTION FOR DEBATE

In the discussions of every-day life, the questions are usually not selected—they come, and are discussed as they arise. But in literary and debating societies the choice of questions for debate is often a difficult and always a very important matter. The following rules are therefore suggested:

1. *Select live questions.*—That is, good questions for debate should be of educational value in lines other than debating merely. They should be questions of present day interest and importance. “Was Hamlet insane?” might be discussed profitably in a class in English literature, but such academic questions should usually be avoided in a debating society. In general, select questions which are under discussion at the present time—

questions the solution of which would be of genuine benefit to society. A brief list of such questions will be found in the Appendix of this bulletin, together with those on which the Extension Department of the University has collected package libraries. Local questions should be used, so far as possible—questions that strike home—rather than the big subjects of nation-wide import. A number of local questions can readily be secured if the Program Committee asks itself this question: "*What problems in our school, town, or county are pressing for solution?*"

2. *Select questions really debatable.*—Two classes of non-debatable questions are: (1) those not capable of approximate proof or disproof, and (2) those having only one side. Such questions as, "Is the pen mightier than the sword?" or "Is the cow a more useful animal than the horse?" are not good questions for debate because there is no common standard of judgment, and no satisfactory proof is possible. So also questions depending upon matters of faith, as in most religious questions, or propositions depending upon vague questions of taste, as, "Resolved, That Poe is a greater poet than Longfellow,"—all such questions should be avoided for purposes of debate. Again, "Resolved, That Shakespeare was a great poet" is not debatable, since it has only one side.

The question should be stated in the form of a proposition; that is, something should be predicated of the subject. "Mexico" might be used as the subject of an essay, but for debate a predicate must be added; as, "Mexico should be annexed to the United States." The proposition should be stated affirmatively; it should usually raise a single issue only; and it should avoid all ambiguous terms. If the question proposes a change in a present condition of policy, the affirmative should argue for such change; as, "Resolved, That Texas should have woman suffrage," or "Resolved, That football should not be allowed in schools and colleges." Both of these propositions affirm a change in present conditions. Double-headed questions should be avoided; as, "Football should be abolished in our schools and volley ball substituted." Again, the question should be stated clearly, avoiding the use of any ambiguous terms. For example, take the question, "Resolved, That President Wilson's foreign policy is justifi-

able." A moment's thought will show that this statement includes, among other questions, our policy toward Mexico, the Central and South American States, the Philippine Islands, England, and Germany. So, such current terms as Imperialism, Anarchy, Socialism, Jingoism, Militarism, when used in debate, should be defined or limited in the statement of the question.

COLLECTING MATERIAL FOR THE DEBATE

Most questions will require more or less reading of books, government publications, magazine and newspaper articles, for the collection of facts and arguments. If a good public library is accessible, that will of course be used in searching for material. Other helpful sources are mentioned in the Appendix of this bulletin. On the question for the Interscholastic League debates each year the Public Discussion Division of the University Department of Extension issues a bulletin containing a bibliography and selected arguments on both sides. Copies of this bulletin are sent to each school that remits the \$1.00 annual League membership fee. This bulletin usually contains sufficient material for the average high school debater.

The reading should be thorough and as extensive as possible, but it should be supplemented by reflection. There is such a thing as reading too much—to the point of confusion. That is, there is danger of making reading a substitute for thinking. The arguments of others should be thought over and worked over, and stated in your own words—in short, make them your own.

Do not fail to read on both sides of the question. The rules of the Interscholastic League debates requires preparation on both sides; and in any debate you cannot well argue your side without knowing what can be said in opposition to it. A great lawyer is quoted as saying, "If I have time to study only one side of a case, I study that of my adversary."

While doing the preparatory reading some system of taking notes should be used. The best plan is to use cards or note-paper of uniform size, writing on only one side and noting only a single line of argument or group of facts on a single card. Then, when the debater has outlined his argument as a whole, the cards containing arguments bearing on the same point can readily be grouped together.

ANALYZING THE PROPOSITION

After reading on the question more or less extensively, the principal arguments, *pro* and *con*, will begin to take shape. At this point the *issues* in the debate should be definitely determined,—the points or propositions which, if established, will prove or disprove the main proposition. This is the work of analysis, and it is a matter that is too frequently overlooked by the debater. Analysis is the process of determining just what the question means and just what are the essential arguments for and against it. The steps in analysis are:

1. *Define the question.* This may include the definition of any doubtful terms, as well as explaining the question as a whole. In this step in analysis, it should be remembered that the terms used in a question and also the question itself must be defined in the light of popular discussion. What is the origin of the question? How does it arise as a subject for debate, and what is the nature and trend of public discussion concerning it? In other words, avoid splitting hairs in the interpretation of either single terms or of the question as a whole. If there are really doubtful terms, both sides should agree in advance upon the interpretation, whenever practicable. Reasonable people do not debate terms, but ideas; and an audience does not care to hear debaters quibble over terms in a question, but wishes to hear a discussion of the question itself.

2. *Exclude all irrelevant, waived, and admitted matter.* In the analysis of the proposition, the bounds of the question should be definitely drawn. Note carefully all points that are granted in the discussion, and that do not bear on the main issue; in short, all matters that have nothing to do with the case.

3. *Contrast the contentions of the affirmative side with those of the negative.* Make a careful list of the arguments advanced by those upholding the affirmative side of the question, and over against these a list of the arguments on the negative side. These lists will reveal the main differences on the question at issue, and will very materially aid in taking the next and final step in analysis.

4. *Determine the issues.* You now come to the main point in the analysis, determining the issues in the debate. It will be found by careful analysis that almost any proposition for debate

can be resolved into two, three, or four main issues which, if proved, will prove the main proposition. These main issues represent a clash in opinion—those matters on which the contending sides disagree. For example: “All immigrants to the United States should be able to read in some language.” If we study the clash of opinions on this proposition, we find that it is claimed on the affirmative side that a reading test for immigrants is reasonable on the face of it; that every intending citizen should be able to read. We find further, that those supporting the affirmative claim that a large percentage of what is known as the New Immigration cannot read; that this gives us an excess of unskilled laborers, and that this lowers the standard of wages, and consequently the standard of living of the native American—an economic argument. The affirmative further claims that the New Immigration tends to settle in a few states and cities, and within those cities in the slum districts. This condition is attended by ignorance of our institutions, with no desire to become citizens—a political argument. It is further claimed that these conditions raise a serious question of race deterioration; that the infusion of this people into our social body is “watering the nation’s life blood”—a social argument. All these points the negative denies or qualifies, and believes that there is a better remedy for any evils that may attend our present immigration laws. The affirmative and negative would therefore join issue on these four propositions:

1. Is the requirement of a reading test for immigrants inherently sound?
2. Is it demanded on economic grounds?
3. Is it demanded on political grounds?
4. Is it demanded on social grounds?

The final analysis of a question should of course be worked out by the members of the debating team together. Remember that the argument of the members of the team should in fact be a single argument; that is, there should be team work. If such an analysis were reached as given above, for example, and if there are two members to a team, as is the case in the Interscholastic League debates, the first speaker would naturally take the first two issues as given above, and the second speaker the latter two. The successful debater must learn to rest his case on one or two

fundamental arguments, to thoroughly establish these arguments, and to stick to them during the whole debate.

PROOF

Arguments are established by means of proof. Mere assertions or generalizations will not do. The main proposition underlying your arguments must be grounded upon facts, and when facts are in dispute, as frequently happens, the authority for a statement of fact should be presented and shown to be reliable. In debating, particularly, "An ounce of fact is worth a pound of theory." Other things being equal, the debater who has the best array of facts is the one who wins his case. In listening to a debate, the instinctive demand of the hearers is, "Show us your *proof*, if we are to believe your side of the question."

Proof consists in the use of various kinds of evidence. Evidence may be what is called direct or testimonial, that is, the direct statement of witnesses or experts regarding a question; and, secondly, indirect or circumstantial evidence, which consists of inferences drawn from fact; that is, it consists in reasoning about facts.

In the use of testimonial evidence, in case the facts are in dispute, the nature and source of the evidence should be examined carefully, and the best evidence always obtained so far as possible. Thus, if a witness has no personal interest in the matter concerning which he is testifying, and if he is known to be honest and reliable, this will give his testimony more weight than might otherwise be the case. So far as the debater is concerned, the most usual form of testimonial evidence is what is known as the argument from authority. This consists of quoting testimony, both as to the facts and inferences from facts, from men and books, or from any other sources that have come to be regarded as authoritative on the question on which they are quoted. The test of argument from authority is, (1) Is the person or document an authority on the particular question under discussion? and, (2) Are they so regarded by his hearers? Thus, the report of the Immigration Commission is excellent authority on any immigration question, because it is the work of an expert body of men employed by the government to make an exhaustive and non-partisan study of our immigration problems. And one

of the first questions to ask about evidence from authority is, Is the matter quoted the finding of an expert? In the use of evidence from authority, the source and value of the authority quoted should be briefly indicated to the hearers. Quoting from some popular magazine, or from some John Smith of whom the audience has never heard, is wholly ineffective.

Turning to circumstantial evidence, a familiar kind of argument is that from example. This is a process of reasoning by comparison—from the known to the unknown. There are two common forms of this kind of argument: Generalization and Analogy. Generalization is the process by which a conclusion drawn from known facts is extended to facts unknown and unobserved. For example: If it is found that several cities in Texas have been successful with the commission form of government, the conclusion may be drawn that such form of government should be adopted in other cities in the State. The tests of this argument are: (1) Have enough examples been observed to warrant the generalization? and (2) Are the examples taken typical of the class? That is, are conditions similar in the cities that have and those that do not have the commission form of government. If either of these tests fail, the generalization is invalid.

The argument from analogy is based on resemblance. Its most common use by debaters is the argument that because a certain policy has succeeded in one locality, it will succeed in another where conditions are the same. For example: If Woman's Suffrage has been successful in Colorado, it will also be successful in Texas. In using this argument, the tests are: (1) Has the policy actually succeeded in the case or cases named? and (2) Are the conditions of the two localities the same in essential particulars? Failure to establish either of these points destroys the force of the analogy.

The argument from causal relationship is one of the most common forms of argument in debating. It is the process of reasoning from cause to effect, and from effect to cause. For example: From the fact of the building of the Panama Canal and the large sale of tickets by the steamship companies to immigrants, the conclusion is reached that when the Canal is opened there will be a large influx of immigrants to the South and to the Pacific

Coast, and this influx will give rise to labor problems and problems of assimilation. This is reasoning from cause to effect. On the other hand, by observing the bad industrial and social conditions in some of the Eastern States, where the foreign population is large, the debater may come to the conclusion that these conditions are caused by our practically unrestricted European immigration. Such a conclusion is based on reasoning from effect to cause. Now there is great danger in using either of these processes to the exclusion of the other. The tests of the value of the argument of causal relation are: (1) Is the cause sufficient to produce the alleged effect? (2) Are other causes ignored that might have produced a similar effect? A failure to apply these tests in much of our popular discussion is readily apparent. For example: An argument that a given tariff produces either good times or hard times plainly fails to take account of other acting causes.

REFUTATION

By refutation, or rebuttal, is meant the answering of opposing arguments. It is a general rule in debating that no new argument can be introduced in the rebuttal speech. Additional proof, however, may be offered in answer to any attack upon any argument that was presented in the speaker's main speech.

The principal rule of good rebuttal is: *Answer only the strong arguments against you.* And this is a rule that it is very difficult to carry out in actual practice. In debating any question there are various and sundry arguments more or less related to the question, but which are not vital enough to demand any particular attention, if, indeed, any attention at all. A debater should try to avoid a scattering effect in rebuttal work—hitting at various points without really delivering a solid shot at some vital point. The best form of rebuttal is the strengthening of your argument wherever it has been attacked; recalling the minds of the hearers to the main issues; showing that you have proved your case; showing that your proof is better than that of your opponent; that the lines of argument that you have offered are vital to the discussion, and that they have been established.

DETECTING FALLACIES

Any unsound reasoning is known as a fallacy. The ways of

detecting fallacies in the arguments previously mentioned have been suggested in naming the tests of each of these arguments. In addition to the fallacies which may be detected by application of these tests, there are certain special forms which demand a moment's notice:

Ignoring the Question.—A debater ignores the question when he presents evidence which has no bearing on the real question under discussion. The fallacy consists in arguing beside the point. This is illustrated by the advice given to a young attorney in a weak case: "Abuse the opposing attorney." So the politician, called upon to reply to a criticism upon some party measure, is apt to indulge in vague talk about "Local Self-Government," "The Constitution," and the like. Another way of ignoring the real question at issue is to do nothing more than to raise objections to the arguments presented on the other side, sometimes called the "fallacy of objections." But merely raising objections is no argument against a claim, provided the reason for it is as favorable as or stronger than the objection.

Begging the Question.—This fallacy consists, generally speaking, in asserting what is to be proved. One way to beg the question is by the use of ambiguous terms,—using a word at one time in one sense and at another time in a different sense. Again, what is known as arguing in a circle, is probably the commonest form of this fallacy. It consists in assuming the truth of a conclusion as a means of proving it. For example, "A prohibitory law should be enacted, for this is the only way to control the liquor traffic," begs the question, since the reason stated really assumes the truth of the main question.

Following are some of the special methods of refuting:

(1) *Reductio ad Absurdum.*—One of the most effective means of refutation is that of reducing an argument to an absurdity. The debater assumes for the moment that a given proposition is true, and then points out the absurd results to which it leads. Whenever there is a good opening for the employment of this method, it is, by reason of its simplicity and directness, together with the humor that frequently accompanies it, very effective.

(2) *The Dilemma.*—This is really a special form of the *Reductio ad Absurdum*. It arises when one can show that an opponent's proposition must lead to two alternate results, and then

can show the absurdity of both of these results. The opponent is thus placed, as it is commonly said, "between the horns of a dilemma." He who uses this method says, in substance, "The argument on the other side leads to one of two results," or "My opponent takes these two positions, neither of which can stand; hence his contention falls."

(3) *The Method of Residues*.—This is argument which may be used either in a direct, constructive argument, or in rebuttal. It is also called the argument of logical exclusion. The debater points out certain prominent features of the case in point, and makes these representative or determinative of the whole case. For example: On the question of the solution of the Negro Problem, a student argues that the following embrace all the possible ways of solving the race problem: (1) Educate the Negro and recognize him as an equal co-citizen; (2) Let the two races amalgamate, and become one race; (3) Let the Negro remain a citizen in name, but in reality an inferior and servant; and (4) Deport him to one of our island possessions, and, with the Government's aid, let him work out his own salvation. He then argues that only the latter of these plans will work. The tests of the method of Residues are: (1) All possible phases of the question must be presented, and (2) all the proposed plans or propositions must be refuted except the one the debater wishes to establish. Whenever a question lends itself to this method, it is very effective for use in the opening analysis and for the affirmative argument, as well as in rebuttal.

DELIVERY

Should the debater memorize his argument, or should he speak from full notes, after a thorough study of the question, extemporizing the language at the time of its delivery? No invariable answer to this question can be given to fit all cases. Just how much a debater will depend on a memorized argument will, in turn, depend upon the individual. For the main speech (speaking now of the Interscholastic League debates) the average high-school student will need to get his argument pretty well in mind. At any rate, it will be necessary for him to write it out in advance, for this insures orderliness and economizes words. But even though the main speech be memorized, it is an excellent

plan to give a brief, direct reply to a preceding speaker in opening one's main speech, and to depart from a prepared speech when this becomes necessary to meet the case presented by the opposing side. In any event, the debater, after practice in thinking on his feet, should gradually learn not to depend on a cut-and-dried speech. In the rebuttal speech, at any rate, one must learn to depend, at least in part, upon the extemporaneous method. A memorized rebuttal that does not fit the case which the other side has presented, is ridiculous.

As to the method of delivery generally, all that can here be said is, make your speech a direct, strong *talk*. Do not "elocute" or "orate." Remember that an audience is simply a collection of individuals, and you should therefore talk out your argument clearly, earnestly, and forcibly, just as if you were talking to an individual in earnest conversation. Of course, the demands of an audience room require that the voice be given more carrying power than in ordinary conversation, and that one must make a special effort to speak distinctly, and not so rapidly but that the hearers can gather in your arguments as you proceed. Stand up easily, do not sag nor brace, nor constantly move about, talk directly to your hearers, and do not constantly wave the arms in gesture. When you feel that a direct, emphatic gesture will aid or emphasize your argument, use it. But never gesture simply for the purpose of gesture. Those gestures that come spontaneously are the best, and are enough.

ETHICS OF DEBATING

There are two cardinal principles of debating which should always be kept in mind and put into practice. These are: (1) Be honest, and (2) Be respectful to your opponent and to his arguments.

The necessity of honesty arises in two ways: in the presentation of your own argument, and in the handling of that of your opponent. The form of statement of your argument should be absolutely your own; that is, it should be in your own language, and not copied from some one else. Ideas may be borrowed; as a matter of fact, all of us borrow arguments by the wholesale; but the point is, the way of stating these arguments should be your own work. Of course, if the language of another is stated

as quoted matter, that is admissible. Again, whenever you have occasion to restate an argument of your opponent, state it fairly. In this respect the amateur in debate needs especially to watch himself. In the first place, it is foolish to say that your opponent said so and so, when your hearers know better. Any appearance of unfairness in the handling of your opponent's argument only prejudices the hearers against your own argument.

(2) Good debating means a search for and presentation of the truth on each side of a given question. In a really debatable question all of the truth is never on one side. The very idea that a thing is debatable assumes that there *is* another side. Hence, your opponents and their arguments should always be treated with respect. Young debaters frequently make the mistake of opposing everything that is said on the other side, and attempt to annihilate an opponent instead of showing him his errors. It is said of Lincoln that he often surprised young attorneys by the fair and strong statement of his opponent's case. Whenever a debater uses such expressions as, "He gets up here and foolishly asserts so and so," "He harps about this point," etc., it shows that he has a wrong idea of what debating really is, and the wrong attitude toward those on the other side. Other exhibitions along the same lines are shown when a speaker dramatically challenges his opponents by turning from the audience and addresses them alone, accompanied, perhaps, by a quasi-withering look or gesture; or flaunts an authority in their faces; or otherwise conducts himself in an hysterical manner when there is no special cause for excitement, and when his argument would be far more effective if presented in a more respectful and dignified manner.

Finally, the debaters should remember that the judges are more competent to pass upon the total effect of the argument on each side than are the debaters themselves. The right principle to proceed on is to do the best you can in presenting your argument, and leave the decision absolutely to the judges. Here again reference is had more particularly to the debates in the Interscholastic League. Wrangling over decisions is unsportsmanlike, and accomplishes nothing. The debater should take to heart the advice frequently given in other contests, "Be a good sport." And in debating, as in other things in life, it is fine training for one to learn how to lose as well as how to win.

APPENDIX

Following is a selected list of books in the field of public speaking and debate. Some or all of these books should be in every school or literary society library. In preference to sending orders to out-of-state publishers, these books can be ordered through the Southern School Book Depository, Dallas, or the Texas Publishing Co., Dallas and Austin. Many of the books are kept in stock by one of these houses.

I. TEXT-BOOKS ON DEBATING

Shurter and Pelsma, *How to Debate*. Texas Publishing Co., Dallas and Austin. Intended for high school and college students.

Foster, *Argumentation and Debating*. \$1.25. Houghton, Mifflin Co., Chicago.

Thomas, *Manual of Debate*. 80c. American Book Co., New York, Chicago, and Dallas. "A compact manual for beginners," including a number of debates for head-on debates.

Robbins, *High School Debate Book*. \$1.00. McClurg & Co., Chicago.

The texts above named are recommended to students who do not have the aid of a teacher.

Baker and Huntington, *The Principles of Argumentation*. \$1.25. Ginn & Co., Dallas. This is a pioneer and standard text, but the treatment is rather too elaborate and difficult to use without a teacher.

Pattee, *Practical Argumentation*. \$1.00. The Century Co., New York.

Gardner, *The Making of Arguments*. \$1.00. Ginn & Co., Boston and Dallas.

Alden, *Art of Debate*. \$1.00. Henry Holt & Co., New York.

II. BOOKS CONTAINING SPECIMENS OF ARGUMENTATION

Baker, *Specimens of Argumentation*. 50c. Henry Holt & Co., New York.

Bradley, *Orations and Arguments*. \$1.00. Allyn & Bacon, Chicago.

Field, *Famous Legal Arguments*. \$1.00. Sprague Publishing Co., Detroit, Mich.

Mitchell, *Intercollegiate Debates*, edited annually. Write for list and price to the H. W. Wilson Co., Minneapolis, Minn., and White Plains, N. Y.

Nine Complete Debates. 25c. Excelsior Publishing House, 8 Murray St., New York.

Pearson and Nichols, *Intercollegiate Debates*, Vols. I—V, edited annually, \$1.50 per volume. Hinds, Noble & Eldredge, New York.

Sellers, *Classics of the Bar*. \$1.00. Classic Publishing Co., Baxley, Ga.

Shurter, *Masterpieces of Modern Oratory*. \$1.00. Ginn & Co., Boston or Dallas.

Veeder, *Legal Masterpieces*, 2 vols. \$6.00. Keefe-Davidson Law Book Co., St. Paul, Minn.

Wagner, *Modern Political Orations*. \$1.00. Henry Holt & Co., New York.

III. BOOKS CONTAINING QUESTIONS FOR DEBATE, BRIEFS, AND REFERENCE LISTS

Brookings, W. D., and Ringwalt, R. C., *Briefs for Debate*. \$1.25. Longmans, Green & Co., New York.

Ringwalt, R. C., *Brief on Public Questions*. \$1.00. Longmans, Green & Co., New York.

Askew, J. B., *Pros and Cons*. .60c. E. P. Dutton & Co., New York. This is an English work, but it contains many questions of interest to Americans.

Pros and Cons. \$1.50. Hinds, Noble & Eldredge, New York.

Shurter and Taylor, *One Hundred Public Questions Briefly Debated*. \$1.25. Texas Publishing Co., Dallas and Austin. This book contains outlined arguments, affirmative and negative, on the questions submitted, together with affirmative and negative references. The briefs are not as full as those given in the first two books named above.

Pearson and Nichols, *Intercollegiate Debate*, 3 vols. \$1.50 each. Hinds, Noble & Eldredge, New York. These volumes contain full reports of the speeches delivered in many of the most important intercollegiate debates held in the United States

during the past four years. In using them the debater should avoid any slavish following of the outline or language of the speeches. The proper attitude is to treat these debates on the same basis as any other articles on the question.

Poole's Index and Reader's Guide. These are index books containing reference by writer and subject to all of the periodical literature. They are to be found in all of the public and college libraries where the periodicals for the past years are kept.

Carnegie Library of Pittsburg, *Debate Index*. 20c.

The H. W. Wilson Co., White Plains, New York, has selected arguments on the affirmative and negative sides of a number of questions in the Debaters Handbook Series, each volume \$1.00. Most of these books are kept on hand for loaning by the Public Discussion Division of the University Department of Extension.

IV. TEXT-BOOKS ON PUBLIC SPEAKING

Shurter, *Public Speaking*. 90c. An elementary treatise on delivery. *The Rhetoric of Oratory*. \$1.10. A treatise on oratorical composition. These books can be secured from the University Co-operative Society, Austin. *Extempore Speaking*. .90c. Ginn & Co., Dallas.

Phillips, *Effective Speaking*. \$1.50. Newton Co., Chicago.

Robinson, *Effective Public Speaking*. \$1.50. LaSalle Extension University, Chicago.

Winter, *Public Speaking, Principles and Practice*. \$1.00. The Macmillan Co., New York.

Clark and Blanchard, *Practical Public Speaking*. \$1.00. Chas. Scribner's Sons, New York.

Pearson and Hicks, *Extemporaneous Speaking*. \$1.25. Hinds, Noble & Eldredge, New York.

V. DECLAMATIONS AND RECITATIONS

Shurter, *American Oratory of Today*. \$1.50. A collection of five-minute declamations from present day American speakers. *Modern American Speaker*. \$1.25. The selections in this book differ from the preceding in that they are not all by present day speakers, some of the "old favorites" being included. Texas Publishing Co., Dallas and Austin. These two books are adapted for use in the senior declamation contest of the Interscholastic League. *Junior Declamations* (for boys), *Poems Worth Memorizing* (for girls' junior declamation contest), and *Selected*

Addresses on Peace, each 50 cents, may also be obtained of the Texas Publishing Co., Dallas and Austin.

Frink, *The New Century Speaker*. \$1.00. Ginn & Co., Dallas.

Espenhade, *Forensic Declamations*. .75c. Scott, Foresman & Co., Chicago.

Fobes, *Five-Minute Declamations*, Parts I and II, 50 cents each. Southern School Book Depository, Dallas. The selections are standard, though not modern.

Pieces That Have Taken Prizes in Speaking Contests. \$1.25, and *Three-Minute Declamations for College Men*. \$1.25. Hinds, Noble & Eldredge, New York.

Hyde, *Reader and Speaker*. \$1.00. Ginn & Co., Dallas.

VI. BOOKS ON PARLIAMENTARY PROCEDURE

Robert, *Rules of Order*. .75c. Scott, Foresman & Co., Chicago. This is a standard work on parliamentary procedure.

Cushing, *Manual of Parliamentary Practice*, 35c. Jno. C. Winston Co., Philadelphia.

Henry, *How to Organize and Conduct a Meeting*, 75c. Hinds, Noble & Eldredge, New York.

Paul, *Parliamentary Law with Diagram of Motions*, 75c. Century Co., New York.

Goggin, *Parliamentary Law*, 50c. Penn Publishing Co., Philadelphia.

Crowe, *Vest Pocket Parliamentary Pointers*, 10c. Thos J. Crowe, Detroit, Mich.

VII. BOOKS AND REFERENCES FOR DIALOGUES, PLAYS, SCHOOL ENTERTAINMENTS, ETC.

The catalogs of the following publishers, which will be mailed free on request, contain most of the available dialogues and plays for amateurs: Walter H. Baker & Co., 5 Hamilton Place, Boston; the Dramatic Publishing Co., Pontiac Building, Chicago; Samuel French, 28 W. 38th St., New York; Penn Publishing Co., 923 Arch St., Philadelphia; the Eldridge Entertainment House, Franklin, Ohio; Dick & Fitzgerald, 10 Ann St., New York; Edgar S. Werner & Co., 45 E. 19th St., New York.

Following is a selected list of plays which has been recom-

mended as having proved successful in school entertainments:

The Cricket on the Hearth	The Hour Glass (one act)
For One Night Only	A Pot of Broth (one act)
Liberty Hall	The Workhouse Ward (one act)
Nance Oldfield (one act)	The County Chairman
David Garrick	Miss Civilization (one act)
Nephew or Uncle	Marvelous Bentham (one act)
The College Politician	Owin' to Maggie (one act)
The Palace of Truth	The College Widow
The Honeymoon	Maids and Matrons
Our Boys	Giles Corey
'Op-o'-me-Thumb (one act)	Pygmalion and Galatea
The Servant in the House	The New Age
The Passing of the Third Floor Home	
Back	Mrs. Bardwell vs. Pickwick
The Country School	The Great Umbrella Case (a
The School Ma'am	mock trial)
Back to the Farm (in a bulletin issued by the University of Minnesota).	

Stern, *Neighborhood Entertainments*, \$1.00, published by Sturgis & Walton, New York, will prove helpful and suggestive.

McFee, *The Year's Entertainments*. F. A. Owen Publishing Co., Dansville, N. Y. One book for each month, ten numbers, September to June, inclusive, 15 cents each; all together, cloth bound, \$1.00. This firm has other publications of a similar character.

VIII. QUESTIONS FOR DEBATE

Following is a suggested list of questions for debate. These questions are intended to be suggestive merely; many local questions will readily suggest themselves. In fact, many of the questions that follow are adapted only to mature club members. Use local questions, so far as possible: *What problems pertaining to your school, town, or county demand discussion?*

The People's Loan Library has material on many of the questions that follow. Address the Loan Librarian, University, Austin:

1. Resolved, That a constitutional tax is the best plan of

supporting the State institutions of higher education in Texas.

2. Resolved, That the Texas compulsory school attendance law is justifiable.

3. Resolved, That Texas should enact a constitutional amendment providing for State-wide prohibition.

4. Resolved, That Texas should adopt the Initiative and the Referendum.

5. Resolved, That Texas should enact a constitutional amendment giving women the ballot on equal terms with men.

6. Resolved, That Texas should have a minimum wage law for unskilled laborers.

7. Resolved, That the Philippine Islands should be granted self-government.

8. Resolved, That all immigrants to the United States who are 16 years old should be able to read in some language, dependents upon duly qualified immigrants, such as children and aged parents, being excepted.

9. Resolved, That the issuance of county bonds for the purpose of good roads is good economy.

10. Resolved, That the single tax system should be adopted in Texas.

11. Resolved, That crop diversification is better for the Texas farmer than the one-crop system.

12. Resolved, That the county superintendent in Texas should be appointed by the county school board.

13. Resolved, That this school district should be consolidated with.....district (or districts).

14. Resolved, That this town (or community) should have a monthly clean-up day.

15. Resolved, That capital punishment should be abolished in Texas.

16. Resolved, That agriculture should be regularly taught in all public schools in Texas.

17. Resolved, That the United States should establish a protectorate over Mexico.

18. Resolved, That the Texas Legislature should be reduced to one house of 30 members, with a salary of \$2,000 each.

19. Resolved, That when ten voters of a community petition the school board, the school-house and grounds shall be opened

for use of non-partisan gatherings for the presentation and discussion of public questions or for other civic, social, or recreational activities.

20. Resolved, That it is cheaper to exterminate rats in Texas than to feed them.

21. Resolved, That this county should have a stock law.

22. Resolved, That all school children should have medical supervision.

23. Resolved, That manual training, domestic economy, and agriculture should be taught in all rural schools.

24. Resolved, That the constitutional tax limit for school purposes in common school districts should be raised from 50 cents to \$1.00.

25. Resolved, That each family in this community should have its own milk cow.

26. Resolved, That it is as important to feed the family a balanced ration as it is for the cows and the hogs.

27. Resolved, That cotton farming as at present carried on in Texas is the greatest enemy of rural progress.

28. Resolved, That lack of recreation opportunities drives more boys and girls to the cities than does hard work.

29. Resolved, That the Government should own the railroads.

30. Resolved, That Texas should have a State forester, with adequate laws to protect the State's forests.

31. Resolved, That separate high schools should be established for boys and girls.

32. Resolved, That high school fraternities should not be allowed.

33. Resolved, That in the debates of the University Inter-scholastic League there should be no distinction between boys and girls.

34. Resolved, That the rules of the Simplified Spelling Board should be generally adopted.

35. Resolved, That football should be abolished in the schools and colleges.

36. Resolved, That large cities should have women as well as men on their police force.

37. Resolved, That the honor system in examinations should be adopted in this school.

38. Resolved, That supervised gymnasium work should be substituted for school athletic contests.

39. Resolved, That high school studies, excepting English, should be made elective.

40. Resolved, That this school should have a department of public speaking.

41. Resolved, That literary society work should be required of all the pupils in this school.

42. Resolved, That it should be unlawful to advertise patent medicines.

43. Resolved, That subsidies should be paid for the development of our merchant marine.

44. Resolved, That the Monroe Doctrine should no longer be maintained by the United States.

45. Resolved, That military tactics should be taught in the public schools.

46. Resolved, That there should be a material enlargement of the United States army and navy.

47. Resolved, That Mr. Bryan's plan of dealing with warring nations is better than the policy adopted by President Wilson.

48. Resolved, That the motto, "In times of peace prepare for war," should be changed to: "In time of peace prepare for peace."

49. Resolved that our "watchful waiting" policy toward Mexico is justifiable.

50. Resolved, That the United States should refuse to go to war for any cause whatever without first referring disputes with foreign nations to some international tribunal.

tion to deliver public lectures in Texas towns, when asked to do so. About a hundred lectures in fifteen different lines of work are now available.

Public Welfare Division.

It is the purpose of this division to collect data regarding economic conditions in the State and to furnish the same to citizens of Texas through exhibits of photographs, charts, diagrams, statistics, etc., supplemented by illustrated lectures and printed bulletins.

Division of Public School Improvement.

The Division of Public School Improvement has charge of the various educational exhibits sent out by the University to fairs and other large gatherings, for the purpose of calling the attention of the people to some of the crying needs of Texas and pointing out the most intelligent method of meeting these needs.

Correspondence Division.

The University of Texas now offers for home study correspondence courses in the following subjects of college grade: Botany, Civil Engineering, Drawing, Economics, Education, Electrical Engineering, English, French, Geology, German, Government, Greek, History, Latin, Mathematics, Mining, Engineering, Philosophy, Public Speaking, Spanish, and Zoology.

The following correspondence courses preparatory to Teachers Certificates are also offered: Algebra, Bookkeeping, Chemistry, Geometry (Plane and Solid), History of Education, History (general), Literature, Physics, Psychology, and Trigonometry.

Programs and courses of study for clubs or other associations are also offered. Correspondence is invited.

For complete list of bulletins of the Department of Extension, address the Extension Librarian, University, Austin.

